

educator, met with enormous opposition. Everyone will remember the shock and horror with which the public mind reacted to the idea that little children have sexual desires. As the evidence accumulated, and it was found that feelings of horror and disgust were not sufficient to overturn the solid truth which Freud's genius had discovered, the attitude of the general public, and particularly the attitude of the educational world, began to change. For some time now, there has been an eager concern on the part of many teachers and educational theorists to absorb all the so-called "new psychology", and apply it to their daily labour with children in the schools. Many popular expositors of psycho-analysis have arisen to meet this demand, the esoteric doctrine being thinned out and watered down in this way and that, according to the temperament of the writer or lecturer, to make it a little more palatable to the serious-minded but unanalysed inquirer. And two or three "experimental" schools have arisen which make the open claim to apply certain supposed psycho-analytic notions in a practical way to the education of children. These schools stand for extreme doctrines of "freedom", great play being made with, for example, the notion that "repression" is a bad thing in itself, and an avoidable thing. Certain parts of psycho-analytic theory, particularly the libidinal factors, have been avidly seized upon; but in most cases such reformers of education on supposed psycho-analytic lines have taken no account of the actual later course of psycho-analytic studies, and omit, for example, all reference to the guilt factors or the reality of those forces in the mind that lead to repression.

Meanwhile, however, parallel to the growth of this demand from the educational world for some sort of psycho-analytic

information, there has been growing among technical analysts themselves a sense that knowledge of the unconscious, as such, has only a limited direct or usable value for the practical educator. In particular, the child analysts in England, working with the play technique of Melanie Klein, have been formulating their own notions of the relation of psycho-analysis to education, and have been deepening their sense of the essential difference between the two approaches to the child's mind.

These views of child analysts in England do not, it is true, represent the universal attitude of analysts, e.g. many of